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List of Books for Township Libraries. By O. S. RICE and BERTHA BERGOLD. Issued by the State Department of Education, Madison, Wis.: 1916. Pp. 264.

This is a pamphlet which should be possessed by every school. A very large number of books suitable for boys and girls are carefully catalogued and described. Those who believe that the problems of teaching reading will be greatly lessened by providing suitable books for outside reading should make a study of this admirable pamphlet.

Geschichte und Sage. By ANNA T. GRONOW. Boston: Ginn & Co., 1916. Pp. 330. \$0.90.

Geschichte und Sage is a reader and grammar for second-year German in high school. It is admirably adapted to follow the same author's *Jung Deutschland*, already widely known.

Special stress is laid on the teaching of vocabulary. Frequent repetition in the text affords constant practice in the recognition of words. Each lesson provides, besides, drill in the use of opposites and synonyms actually appearing in the text, drill in the formation of words, both simple and compound, and in idioms. Vocabulary reviews are numerous.

The reading-matter touches upon important facts in German history, geography, and literature in a simple and effective way that arouses the pupil's immediate interest. The passion play at Oberammergau, Hans Sachs, Wallenstein, German cities in the Middle Ages, and Bismarck are characteristic subjects.

The grammar exercises to accompany the reading are grouped at the back of the book. They comprise exercises in German calling for various types of grammatical work, and English sentences to be translated into German. The material gives a thorough review of the first year's work and as much new grammar as can be covered in the second year. Grammatical rules are given in English.

Geschichte und Sage is especially adapted to the needs of those teachers who are using the "direct method," and is an invaluable addition to books for second-year work.

Solid Geometry. By WILLIAM BETZ and HARRISON E. WEBB, with the editorial co-operation of PERCY F. SMITH. Boston: Ginn & Co., 1915. Pp. xxii+178. \$0.75.

The book begins with an introductory chapter of eleven pages which aims "to assist the student to overcome the difficulty in forming a mental image of three-dimensional figures, and to help him to interpret correctly such a figure

when it is already drawn or merely described in the text." This little chapter is suggestive as to what might be done to illustrate the theorems and figures throughout the course.

Instead of following the traditional order of topics the authors have reorganized the material, treating at the same time prisms and cylinders, pyramids and cones, polyhedral angles and spherical polygons, etc. This is a step in the right direction. It is psychologically sound and makes a number of theorems unnecessary, thus gaining time for more original exercises.

The large number of informal proofs is a commendable feature of the book. Numerous illustrations and practical problems will help to impress the student with the value of the subject. Since most solid geometries are nearly of the same type, teachers will welcome this little volume, which is a strong attempt to improve the course.

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How to Know Your Child. By MIRIAM FINN SCOTT. Boston: Little, Brown & Co., 1915. Pp. 316. \$1.25.

This is a well-selected collection of concrete examples which the author has gathered in her dealings with little children. She has demonstrated on every page that she is an expert in treating childhood difficulties, that she herself knows the child, and that she knows how to interpret him to others.

Instead of dealing with abstract principles, she recites actual cases of children who, seeming to be vicious, ill-tempered, selfish, untruthful, and disobedient, were actually the victims of wrong treatment, and shows how she diagnosed such cases and put in operation the forces which removed the difficulties.

In the hands of one less skilful this method might result simply in a book of interesting anecdotes; the author has, however, carefully chosen each case to illustrate some particular principle, and made it applicable to a whole group of cases.

The chapters on constructive play, on how to organize it, and on the materials to be used, form one of the strong features of the book.

In these chapters the mother is shown how play may be used to foster normal curiosity, imagination, imitation, and self-dependence, and how she herself may make the most of herself and of her life. Altogether the book is very helpful and readable, if perhaps a trifle too long.

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